

TEACHERS KNOWLEDGE AND UNDERSTANDING OF CHILD
SEXUAL ABUSE AND THEIR PERCEPTIONS OF
TEACHING RELATED MATERIALS

CENTRE FOR NEWFOUNDLAND STUDIES

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Teachers Knowledge and Understanding of
Child Sexual Abuse and Their Perceptions of
Teaching Related Materials

BY



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at

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Abstract

The purpose of this research was to measure teacher knowledge and attitudes about child sexual abuse, and their perceptions on the instruction of related material. The study was confined to 176 junior high school teachers in four school districts. It was carried out with the use of a survey instrument developed by the researcher. The survey consisted of three components: (a) knowledge; (b) attitudinal statements; and (c) biographical information. The data was analyzed by means of descriptive statistics such as standard deviations, regressions, correlations and factor analysis.

The results of the study revealed that teacher knowledge and understanding of the dynamics of child sexual abuse are very low. Further, none of the background variables, which included age and sex, were found to be indicators of teachers knowledge. On the other hand, the study did reveal a strong correlation between teacher's belief in the value of the school as an agent of prevention, and the disbelief that personal safety programs would have a more negative than positive impact.

Given the exploratory nature of this research, it is not surprising that a number of hypothesized relationships were found to be non-existent. However, the non-existence of some believed relationships is very relevant as well.

The major recommendations to emanate from this study include the need for teacher education in this area as well as the development and implementation of sexual abuse awareness programs for adolescents. The implementation of relevant school board policy is also strongly recommended.

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CHAPTER I

Statement of the Problem

Sexual abuse is an act that today's society views as repulsive. Because of this, and increased media attention, the public is becoming more aware of sexual abuse. As pointed out by Finklehor (1982), child sexual abuse in particular, has grown from an issue of almost complete obscurity to one of extremely high visibility.

Because of the recognition of the widespread degree of child sexual abuse, many agencies within society are taking this matter seriously. More specifically, as of January 1983, the Canadian government introduced changes to the Criminal Code regarding sexual offences. The terms rape and indecent assault are now obsolete. Sexual offences have been broadened to include three levels of sexual assault. Present law includes everything from forced kissing to sexual assault in which the victim is brutally wounded. Rules of evidence have also been modified. The creation of Bill C-15 which allows for a videotaped interview with the victim to be admissible as evidence, is expected to have great implications for children giving testimony. Further, the law applies equally to males and females (Martins Criminal Code,

1988). Such changes more adequately attend to the various circumstances of sexual abuse.

Practitioners in the field of medicine have also begun to approach the issue of sexual abuse more seriously. Previously, the trauma believed to be sustained by victims of sexual abuse was not highlighted because in very few instances did significant physical scars remain. However, as has been pointed out by Badgley (1984), sexual victimization is closely related to other mental/emotional problems and today, sexual abuse is seen by many as a major component of child abuse.

Social service agents have also focused attention on sexual abuse awareness and treatment. Several studies have revealed that group and individual counselling are valuable treatment models in working with victims (Badgley, 1984; Segroi, 1982). Crisis intervention techniques are often employed in the transition period prior to more intensive therapy.

Indeed, the very fact that child protection laws exist throughout Canada indicates a consciousness raising on the part of many agencies within society. With growing public acknowledgement of sexual abuse, these laws are receiving greater attention. Perhaps one of the

greatest tasks to face anyone in a helping profession is to increase public knowledge of the existence of such a law as Section 49 of The Child Welfare Act in Newfoundland. The Act states:

Every person having information of the abandonment, desertion, physical ill-treatment or need or protection of a child, shall report the information to the Director of Child Welfare or a Social Worker.

Subsection (1) applies notwithstanding that the information is confidential or privileged, and no action lies against the informant unless the giving of the information is done maliciously or without reasonable and probable cause.

Recent statistics on the number of reports of child sexual abuse have shown an increase of six hundred per cent in the last five years. While this dramatic increase in reporting, cannot be assumed to reflect an increase in sexual abuse cases, it does shed some light on the scope of the problem (Table 1). It may be indicative of increased public awareness of the problem.

Table 1

Reported Child Sexual Abuse Cases in Newfoundland*

Year**	Child Abuse Cases	Sexual Abuse
1980 - 1981	90	17 sexual 1 physical and sexual
1981 - 1982	58	22
1982 - 1983	70	34 4 physical and sexual
1983 - 1984	59	38 3 physical and sexual
1984 - 1985	100	73
1985 - 1986	156	101 4 physical and sexual
1986 - 1987	438	316 3 physical and sexual 3 emotional and sexual
1987 - 1988	710	414 19 physical and sexual 2 emotional and sexual

*Reported Child Abuse, Social Services Statistics

**Year = April 1 - March 31

The challenge that faces educators is their recognition and acceptance of the valuable role they can play in attacking the problem of child sexual abuse. This study has been designed to examine teacher knowledge and understanding of sexual abuse with specific focus given to the adolescent. It will also measure attitudes about teaching related curriculum.

Purpose of the Study

Given that child sexual abuse is a very real and complicated problem, and that educators have a significant role to play in finding a solution, the present study is concerned with addressing this need.

The aims of Public Education for Newfoundland and Labrador suggest the general philosophy to be utilized by our schools. The goals of education include helping our children to achieve their fullest potential, not only intellectually and physically, but emotionally, spiritually and morally. As teachers, we are called to encourage pupils to develop talents, to be responsible members of society, and to appreciate and respect others. We are given the task of creating and maintaining a healthy and meaningful environment in which to learn. Our responsibility is to foster an atmosphere that promotes growth

for all; an atmosphere that allows individuals to develop to their fullest.

However, if school personnel are to be successful in helping children to grow mentally, physically, emotionally, spiritually and morally, they must be cognizant of the many factors that hinder this development. Obviously, it is inconceivable that any single teacher will be able to identify all problems that learners experience. On the other hand, there are a number of problems common to many pupils. These may include a family breakup, death, financial crisis, illness, inadequate parenting skills, and drug or alcohol abuse. There are many circumstances that can bring about difficulty for children. In many cases, the school is the first place where such problems are detected.

One problem that threatens the youth of today, is sexual abuse. The focus of this work will be to highlight the need for teacher awareness and understanding of the dynamics of child sexual abuse, as well as to determine how teachers feel about providing such instruction. Certainly there must be no doubt, that teachers cannot effectively help confront this issue unless they are knowledgeable of the realities of sexual abuse. This study may serve as a measurement device of teacher know-

ledge and understanding of child sexual abuse.

More specifically, the questions to which answers are sought include the extent to which:

1. Teachers are aware of the laws regarding child sexual abuse.
2. Teachers view child sexual abuse as a serious problem.
3. Teachers believe the school has a valuable role to play in the prevention of child sexual abuse.
4. Teachers are hesitant to teach adolescents about sexual abuse.
5. Teachers believe the implementation of sexual abuse awareness programs will have more negative than positive results.
6. Teachers are more reticent of their relationships with students as a result of the increased public awareness of child sexual abuse.

Brief Overview of Methodology

This study deals with teacher knowledge and understanding of child sexual abuse and their attitudes about teaching related curriculum. The questionnaire instrument was given to 176 homeroom teachers at the junior high level. The schools represented four school

districts, 2 of which were Roman Catholic, and 2 were Integrated. Two of the school districts were located in urban centers, and two were located in rural areas.

Scope and Limitations of the Study

This study deals with teacher knowledge and understanding of child sexual abuse and their attitudes about teaching related curriculum. This research is directed at the junior high level teacher with specific focus given to the adolescent. Findings of the study apply only to the sample used.

As with any study, there are limitations with the research. A major limitation is subject interpretation. Part B of the questionnaire refers to sexual abuse programs or personal safety programs several times. Because at present, there is no such resource available for the junior high learner; each respondent was left to interpret what such a program might involve. Obviously, there would be great diversity among respondents on this issue.

Another limitation concerned the sample used. For purposes of simplicity, surveys were given to homeroom teachers of grade seven, eight and nine as representative of junior high teachers. However, it is quite possible

that a homeroom teacher of a junior high class may not spend any instructional time with the group, thereby not having the opportunity to develop a close relationship with students.

Another limitation of this study has been the degree of sensitivity and concern that surrounds the issue of child sexual abuse. Worthy of mention is that prior to the dissemination of surveys, a highly respected church official was sentenced on charges of child sexual abuse. No doubt this incident triggered strong emotional reaction from some respondents.

Lastly, of course, it is important to mention that ambiguity of statements or phrases in the survey is possible with any research. No doubt this holds true for the present study.

Significance of the Study

This study is designed to measure teacher knowledge and understanding of child sexual abuse. It as well examines attitudes about teaching curriculum materials relative to this topic. The significance of the study is its function as a needs assessment of teacher education in this area. It is hoped that this work will prove beneficial to the design and implementation of program-

ming to be received and taught by junior high school teachers.

Definition of Terms

Child Sexual Abuse The involvement of dependent, developmentally immature children and adolescents in sexual activities that they do not fully comprehend to which they are unable to give informed consent, or that violates the social taboos of family roles (Kemp & Kemp, 1984, p. 198).

Child Refers to any unmarried person under the age of sixteen (as used in Section 49 of the Child Welfare Act in Newfoundland).

CHAPTER II

Review of Literature

Introduction

Sexual abuse is an enigma of phenomenal consequence. It is a thorn in the side of human-kind that flourishes on secrecy and our inability to seriously address the issue. According to many authors (de Young, 1982; Finklehor, 1979; Halliday, 1985; Segroi, 1982), sexual abuse is also a social ill that is pervasive and self-perpetuating. It can be found in all kinds of families and communities and is a characteristic of all socio-economic environments. It crosses all ethnic and religious boundaries.

The enormity and complexity of a problem such as sexual abuse makes it a very volatile issue. This work will focus on child sexual abuse in particular, and it must be noted from the onset that much of the available information on the topic is new and tenuous. That is, the preponderance of findings are recent, and to a great extent are based on correlational studies rather than experimental studies using control groups. It is also clear that most studies are American, and have used female cases in most instances. Further, quite a number

of the studies are retrospective. That is, adults victimized in childhood have been asked to recall details and feelings surrounding their abuse. It is clear to the researcher that anyone attempting an interpretation of the data and literature must be aware of the difficulty in arriving at any clear consensus on this issue.

Sexual abuse is a complicated issue, that, according to many writers, has been prevalent in society for a very long time. It has been argued that throughout history, children have been seen as the property of their parents. Perhaps more accurately, argue de Young (1982) and Herman (1981), in a male dominated society, a man's wife and offspring were viewed as possessions, and treated accordingly. Although this notion has faded somewhat, many would argue that for some people, the principal idea has remained. Indeed, the Feminist Movement holds that as long as males are perceived as the dominant species, they will continue to mistreat minors (Schultz, 1980). In her work, Rush (1980) states: "... the sexual exploitation of children has been an integral but undiscussed aspect of western culture for many centuries ..." (p. 8). However, as Conte and Berliner (1981) point out, this does not account for the reasons some women sexually abuse children.

Many writers have pointed out that much of Freuds' work has helped to preserve a particular perspective on adult abuse of children (Rush, 1980; Russell, 1983). Freuds' theories of child sexuality have long been accepted by most professionals in the areas of medicine and child welfare. Even though his work has come under considerable criticism by professionals in these areas, some individuals are still plagued by the myths and stereotypes that exist. There is not, nor has there been, a unified approach to the problem of sexual abuse. This, according to Rush (1977), is due to the fact that Freuds' theories of the innate erotic attraction of children to adults are still supported by some professionals.

Other factors that have been said to promote the sexual abuse of children are the socialization process and pornography (de Young 1982; Finklehor, 1979; Rush, 1980). More specifically, in some societies, the way in which males and females are socialized, aids in the preservation of sexual abuse. In some cases, females are encouraged to be nurturing and submissive, to be dependent on male companionship. On the other hand, males are sometimes taught to be assertive and independent. This role modelling, it has been argued, serves to reinforce

inequality , a necessary component of a sexually abusive relationship. This of course, does not explain abuse that occurs between persons of the same sex.

Pornography is also argued to be a contributing factor in the promotion of sexual abuse. Although illegal in many countries, authorities are quick to point out that child pornography is big business in many parts of the world, especially in North America (Burgess & Lindequist, 1985). As with most commodities, where there is a demand, there is availability. Whether this supply is legal or illegal, moral or immoral, is rarely considered by the offender.

A Definition of Child Sexual Abuse

Child sexual abuse is a problem with many intricacies. Prior to a discussion of the dynamics of the issue, it is necessary that one have a concept of what the term child sexual abuse means. A review of the literature clearly illustrates that definitions of child sexual abuse are many and varied. For the purposes of this work, the definition, as put forth by Kempe (1980), is perhaps most appropriate. According to this author, child sexual abuse is: "... the involvement of dependent, developmentally immature children and adolescents in

sexual activities that they do not fully comprehend, to which they are unable to give informed consent, or that violates the social taboos of family roles ..." (p. 198).

The spectrum of sexually abusive behaviors may range from fondling to actual penetration, to the sexualization of children for commercial purposes (Badgley, 1984). As explained by Segroi (1982) in her work, sexually abusive behaviors may includes "nudity, disrobing, genital exposure, observation of the victim, kissing, fondling, masturbation, fellatio, cunnilingus, digital penetration, penile penetration and dry intercourse" (p. 10). Conte (1982) also points out that obscene phone calls may be sexually abusive.

The Effects of Child Sexual Abuse

The possible effects of sexual abuse are many. Although somatic complaints such as stomach pain or infection are among the most easily observed by medical practitioners, victims often experience a number of less obvious difficulties. These effects may be in any combination or degree and have been identified by Berliner and Stephens (1982), Burgess (1985), Conte (1982), Conte and Schuerman (1987), De Francis (1969), de Young (1982), Finklehor (1979), Finklehor and Brown

(1985), Hirshmann (1977), Hjorth and Harway (1981), Kempe and Kempe (1984), Kinard (1980), and Lempp (1978):

- significantly lower self-esteem;
- sense of distance, isolation;
- sex role confusion;
- pervasive sense of fear and terror;
- inability to establish meaningful relationships with peers and adults;
- learning disabilities;
- anger, aggression at siblings;
- hostility;
- compulsive behaviors such as drug, alcohol abuse;
- running away;
- promiscuity, juvenile prostitution;
- juvenile delinquency;
- poor body image;
- depression;
- traumatic sexualization;
- powerlessness;
- inability to trust oneself;
- inability to develop social skills; and
- suicide.

Many people who work with victims of sexual abuse point out that the consequences may be immediate and/or

long term (Berliner & Stephens, 1982; Mousakitis 1984). Victims of the more extreme cases of sexual abuse usually suffer a deeper violation of personhood, and never forget the experience. Perhaps most tragic of all is that according to a report recently released in Canada, one in three children will be sexually abused in some form before they reach their eighteenth birthday (Badgley, 1984).

The extent to which an individual will be affected by sexual abuse will depend on a number of factors. For example, it is likely that a victim who sustained a serious form of sexual abuse over a very long time will be more affected, than the victim who experienced a very mild form of abuse on a single occasion. As has been pointed out by a number of authors including Badgley (1984), Conte (1982), de Young (1982), Finklehor (1979), Groth (1978) and McFarlane (1978), the criteria that will determine the trauma sustained by the victim include:

- the length of time the abuse continues;
- the relationship between the victim and offender;
- the kinds of abuse that occurred;
- the degree of physical abuse involved;
- the age of the victim;
- if siblings were also abused;

- if it was the victim who disclosed;
- if parental reactions to the disclosure was emotional and severe;
- if the child participated in and enjoyed the experience; and
- the level of emotional and mental development of the victim.

Among the authors who have examined the issue, there is some debate about which of the above-mentioned factors is most crucial in determining the trauma the victim will sustain. For instance, Finklehor (1979) argues that the amount of coercive force used is very important. Yet he further states: "... we fully support the belief that father-daughter incest is the most traumatic kind of sexual experience that can occur ..." (p. 101).

This point has been raised by many researchers who argue that the closer the relationship between the offender and the victim, the deeper the violation of trust and security (Halliday, 1986; Rush, 1980; Segroi, 1985).

The Role of Secrecy in An Abusive Relationship

As has been pointed out by a number of authors (Burgess, 1985; De Francis, 1969; de Young, 1982;

Finklehor, 1979; Halliday, 1985; Segroi, 1982), the actual exploitation of the child or adolescent seldom involves force. Rather, this is achieved through bribery, threats or other trickery. The well-publicized Badgley Report, more properly known as Sexual Offences Against Children and Youth, 1984, stressed the importance of secrecy in an abusive situation. It has been pointed out by many researchers that secrecy is critical to the maintenance of sexual abuse. Tied to this notion is the fact that the abuse often begins in very subtle forms and develops into an assault situation of a more serious and harmful nature (de Young, 1982). De Francis (1969) found that, "... sexual abuse most often consists of repeated incidents on several occasions ..." (p. 69).

Clearly, the continuence of such a relationship depends largely on concealment from others. Quite unfortunately, and somewhat ironically, the mere threat of disclosure often causes the child or adolescent victim great anxiety. As Burgess (1985) point out, adolescent victims of sexual abuse fear disclosure because they see their victimization as a "symbol of profound difference from others." In the case of intrafamilial abuse, the taboo violated is not only one of age, but also of biological relation. Even if the offender is not biolog-

ically tied to the victim in a family situation (eg. stepfather), the assault is still viewed as dysfunctional by society. Consequently, even though it may be argued that adolescents understand the inappropriateness of sexual abuse, this does not guarantee protection from it. As Summit (1983) points out, "the secrecy is both a source of fear and the promise of safety" (p. 181).

Lastly then, secrecy serves a more general purpose. That is, as long as this whole issue is preserved in silence, or simply swept under the carpet, individuals will continue to be victimized in this way.

The Offender In a Sexually Abusive Situation

A discussion of sexual abuse would be incomplete without some mention given to the offender. Groth (1979), who has worked extensively with offenders in treatment, has differentiated them on the basis of whether their behavior is symptomatic of a fixated or regressed state. He has attributed the following characteristics to each type of offender.

The regressed offender is said to be an individual who is primarily sexually attracted to his/her age mates. The sexual interest in children is triggered usually by stress of some kind. In some cases, the adult-child

relationship replaces a conflicting peer relationship thereby providing some (false) degree of equilibrium to the offenders' life. Female victims are the primary targets of the regressed offender.

On the other hand, the fixated type of offender is said to be sexually oriented to children, usually male, and within a restricted age range. This interest is compulsive and sexual episodes are premeditated. The fixated offender is often psychologically linked to certain age level in terms of development, and is therefore threatened by relationships with peers and/or the opposite sex.

It has been pointed out by a number of writers (Finklehor, 1979; Halliday, 1985; Rush, 1980; Segroi, 1982), that offenders most often deny responsibility for any wrongdoing. This is even more noteworthy when, for example, Groth, Hobson & Gary (1982) contend that many offenders were at one time victims of sexual abuse themselves. Clinical studies of offenders show that abusers will sometimes rationalize the situation by using any one or a number of excuses such as (a) drug or alcohol impairment, (b) extreme loneliness, (c) parental right, and (d) seductive behavior of the victim. Police investigations often reveal that the offender will plead

complete innocence of the charge; that the victim is lying. Unfortunately, this sometimes encourages a helpless victim to withdraw the complaint even though there may be plenty of evidence to get a conviction.

It is evident that in a society where the young have fewer rights than adults, inequality exists. As has been noted by numerous authors (Burgess, 1985; Conte, 1982; Crosson-Tower, 1987; de Young, 1982; Finklehor, 1979), the fear of not being believed is very real. Often the experience of the police and social services investigation and interviews, and the dread of the court drama are overwhelming. As pointed out by Summit (1983), "acceptance and validation are crucial to the psychological survival of the victim" (p. 179). Victims who are not supported frequently decide to drop charges, in an effort to relieve the stress they are under. Unfortunately, this is only a short term solution. Studies show that the offender will abuse again, if not the same victim, perhaps a brother or sister or other unsuspecting, vulnerable child or adolescent.

Role of Teachers

Given the scope and complexity of child sexual abuse, society at large is faced with a challenge. All

of us, as responsible adults, must be aware of our legal obligation to report a known or suspected case of child abuse. We also have a moral obligation to be alert to the clues that would indicate such abuse. Clearly there can be no doubt that a solution to this problem can only be achieved through mass public awareness effort, and cooperation. Everyone must be encouraged to take their share of responsibility for eradicating this social ill.

Within society, certain groups of professionals, by the nature of their jobs, are more greatly exposed to the impact of child sexual abuse. As previously mentioned, these include those in the field of medicine, law enforcement, social services and education. Although the involvement of educators has been more recently noticed as paramount in tackling the issue of sexual abuse, school personnel have, in the past, been a valuable source of reporting other forms of child abuse in general. The issue of child sexual abuse must be categorized somewhat differently than the other forms of abuse because of the fact that it is more difficult to detect. Added to this is the fact that adolescents often go to great lengths to conceal this terrible secret, which also adds to their trauma.

Before proceeding with a discussion on the role of

school personnel in combating sexual abuse, it is important for the reader to note that "child" refers to any unmarried person under the age of sixteen. Also, much of the literature would appear to focus on the younger child and not the adolescent who is often not viewed as a completely innocent participant in sexual abuse cases. Lastly, it is important for the reader to bear in mind that at present, the available literature that specifically deals with the training of teachers in the identification and delivery of educational services in this area, is meager at best.

What exactly is the role of the school in combating the problem of child sexual abuse? Bolton (1983) wrote: "... The school is the only social agency with a longitudinal perspective on families. This consistent observation of family history, change, stress and crisis is the key to anticipating problems that lead to child maltreatment" (p. 25).

Clearly, school personnel are in a position to detect, report, and monitor an individual child's progress and situation. Also, it is only the school that can offer all students sexual abuse awareness programs in a systematic way. For purposes of clarity, the researcher will discuss each of the above mentioned points in detail.

Detection of sexual victimization of students.

Many believe that teachers, within their five or six hour daily communication with children, are in perhaps the ideal diagnostic position (Bolton, 1983; Colquhorn, 1987; Crosson-Tower, 1987; Moorfield, 1985; Riggs, 1982). Through observation, interaction, and follow-up, teachers can be a valuable asset in increased reporting of child sexual abuse. According to Riggs (1982), in many cases the teacher may be the only individual that a student feels he or she can trust with this information. Where a victim feels unable to tell someone, teacher awareness of behavioral indicators of sexual abuse is especially important. As has been noted by many writers (Crosson-Tower, 1987; Koblinsky and Behana, 1984; Karaganis and Nesbit, 1982), teachers can identify and report suspected cases that might otherwise go unnoticed. The implication here, of course, is that teachers are aware of the dynamics and behavioral indicators of sexual abuse and indeed, view the problem as one in which they are crucial participants in seeking a solution.

Reporting of known or suspected cases of sexual abuse.

Given the legal obligation of adults to report known

or suspected cases of child abuse, teachers are also held responsible for such a duty. Given the ongoing communication between individual teachers and large numbers of students, it might well be expected that a high number of reports originate from school personnel.

However, as noted by Richards (1985), "educators may recognize a problem but not take action." At first glance, such a statement may appear callous, but an examination of the factors that underlie such a position are not difficult to understand. A number of sources allude to the reasons why teachers may not report a suspected problem in the area of child abuse. In an article published in The B.C. Teacher, McLarty (1977) dealt with this issue very definitively. McLarty pointed out that there are three types of barriers that often prevent teacher's reporting of suspected or known cases of child abuse. These include (a) cultural, (b) administrative, and (c) personal barriers. Cultural barriers include the notion (believed by many in society), that children are parental property, that treatment of children is not within the domain of outside authorities. Family business is just that. Beneath such an attitude, of course, is a fundamental lack of awareness of the nature and scope of child abuse and of the legal obligation of all

adults to report the same. This point is also mentioned by Tharinger and Venier (1987) who noted that a lack of awareness of the problem encourages a lack of reporting.

Further to this, Tharinger and Venier (1987) also noted that in the case where an individual teacher suspects abuse, the action taken will also reflect the individuals belief, or disbelief, that child abuse is a serious problem.

Another of the barriers discussed by McLarty (1977) was administrative. That is, where there exists inadequate or poorly implemented policy, this may serve as a barrier to reporting, by teachers. There can be no doubt that prior to widespread teacher cooperation in reporting (especially suspected cases) of child abuse, there must exist a structured, cohesive policy. This policy should be implemented properly across the board and must receive wide teacher awareness.

Lastly, McLarty (1977) discussed personal barriers to reporting child abuse. These include an individuals' (a) not wanting to get involved; (b) fear of reaction from others, eg. parents, other teachers, superiors; (c) fear of retribution; (d) fear of legal liability; and (e) lack of awareness of what to expect after the report has been made.

Further, in an article published by the Ministry of Community and Social Services in Ontario (1981), it was noted that: "... Some professionals fail to report abuse, imagining negative results, breach of confidentiality or uncertainty about adequate follow-up. These concerns may flow from inadequate training, conflicting beliefs, lack of trust or fear of futile involvement ..." (p. 11).

It may as well be added that because of lack of pre-service teacher training in the area of child abuse, few teachers have confronted this issue in a rational and structured manner. In most instances this responsibility has been left to the guidance counsellor or educational therapist.

Sexual abuse, as a very distinct form of child abuse, seems to arouse different sorts of reactions from people. Some agree it is a terrible fact of life but not one to be discussed, while others deny its severity in society. It might well be expected that a culture uncomfortable discussing sex in general, would also evade the issue of sexual abuse. As has been pointed out by Tharinger and Venier (1987), purely emotional reactions to child sexual abuse serve no constructive end. Often, emotional reactions "lead to mere disbelief and denial."

It has also been pointed out that denial may be in the form of (a) distrust of child reports, (b) minimization of the seriousness of the problem, or (c) a reluctance to believe that child sexual abuse is widespread. Clearly, unlike other more obvious forms of maltreatment in which a child may sustain obvious and physical scars, this is seldom the case with sexual abuse. Consequently, where an individual is in a purely reactionary phase, in terms of dealing with this issue, it is easy to deny that such a problem exists. No doubt this fact greatly affects reporting practices.

Monitoring a child's progress and situation.

The same environment and people that may well be able to detect a child's victimization, can be an extremely positive and stabilizing force after the abuse has been uncovered. In her work entitled How Schools Can Combat Child Abuse and Neglect, Crosson-Tower (1987) discussed some common characteristics of an abused child in the classroom. These characteristics apply to a child who may or may not have had the abuse discovered. In any case they provide helpful points for teachers. According to Crosson-Tower (1987), abused children may:

- have a very poor self-image;

- require much individual attention;
- need to express frustration and anger;
- have unattended educational and medical needs;
- need to succeed at something;
- need to know that they have rights, that they don't have to tolerate certain types of behavior even from adults;
- have distorted ideas and feelings about sexuality;
- have hampered emotional, physical or sexual development; and
- not completely trust adults.

In an article adapted from Marlys and Olson (1987) of Washington, the authors of the C.A.R.E. Kit, Child Abuse Research and Education, have also stressed a need to help and monitor an abused child. Stressed are ways to validate a child through affection, approval and consistency. The authors also encourage the provision of structure and security for a child, through subtle means. Further, it is pointed out that a teacher can help a child feel as if he or she "belongs".

Sexual Abuse Prevention Programs

The development and implementation of personal

safety programming in the school raises many concerns. There are, for instance, a number of people who believe that material dealing with a sensitive issue such as sexual abuse should be taught by parents in the home. However, as Marla Brassard and her associates pointed out in 1983, instruction is not being given in most homes. Clearly, the school is the only institution that can offer personal safety instruction to all children, regardless of home environment.

Some of the other considerations that must be addressed relate to (a) program scope and objectives, (b) learner needs and abilities, (c) background training and expertise of the presenter, (d) teaching strategies to be employed, (e) duration of the program, (f) materials and resources to be utilized, and (g) the evaluation instrument.

As with any curriculum package, continuous evaluation should be a major component. Of concern to many is the extent to which sexual abuse prevention programs are effective in achieving stated objectives. Studies that have been carried out by Bender and McNiel (1987), Conte et al. (1985), Volpe (1984), Wurtele (1987) and Wurtele and Perrin (1987), have found sexual abuse prevention programs to be effective in terms of increasing learner

awareness and understanding of the dynamics of child sexual abuse. However, the degree to which new knowledge will be retained and in fact used if a threatening situation arises has not been ascertained. Conte (1987) has noted that little evidence exists to prove that prevention programs change children's behavior. Given the difficulties and ethical concerns that arise from the use of human subjects in experimentation, available data is almost non-existent. However, in a study that was carried out by Fryer et al. (1987), the researchers measured changes in learners' behavior with the aid of a simulated stranger. Children's responses were measured before and after the sexual abuse program to see if their reaction to the strangers' approaches differed. Children were told afterwards of the simulation. While this strategy was found to be successful in altering children's responses, it does bring some potential hazards. Most of all, this method may desensitize children to the seriousness of the problem. Clearly, the task facing us is complex, but as Bender and McNiel (1987), Burgess (1985), Conte (1985), Crosson-Tower (1989), DeFrancis (1969), and Finklehor (1984), point out, knowledge of coping strategies is a prerequisite for effective coping behavior.

Another of the concerns related to the design and implementation of sexual abuse prevention programming deals with the provision of information. That is, some people argue information dealing with sexual abuse may cause alarm or anxiety for some learners. In fact, this is a notion that has been recognized by many (Finklehor, 1984). Studies that have been carried out by Bender and McNiell (1987), Poche et al (1981), Fryer et al. (1987) and Rosen et al. (1985), all enlisted the approval and cooperation of parents. These researchers found that there was no evidence to point to increased emotional anxiety or distress on the part of the children who participated. However, as Conte (1985) points out, there is little evidence to describe the positive or negative long term effects of such training. Consequently, while the concerns of parents and others should not be taken lightly, it is important to bear in mind that a factor in predicting abuse is the child's ability to avoid or resist exploitation. As Wurtele (1987) pointed out, children who lack knowledge about appropriate and inappropriate contact and who lack personal safety skills are more vulnerable to sexual misuse.

A Sampling of Available Programs

While the push to bring personal safety programming to the school has been relatively recent, there are a few very good resources available. Among the most reputable in Canada are the Feeling Yes Feeling No kit and the C.A.R.E. kit.

The Feeling Yes, Feeling No kit which was developed in the early 1980s, focuses on personal safety, as well as personal responsibility. It encourages children to act assertively and to trust their feelings. This program is directed toward primary and elementary level children, and utilizes chiefly, a series of films developed by the National Film Board of Canada.

The C.A.R.E. kit (Child Abuse Research and Education) developed in 1983, is structured around twelve key elements and is designed to (a) inform children about child sexual abuse, (b) develop appropriate attitudes, and (c) encourage effective child behaviors in the prevention and report of abuse. It was originally designed for children between the ages of five and eight years, but a supplementary program directed at the elementary level audience has recently become available.

In Newfoundland, there is a program called Street-proofing which is offered by the Janeway Childrens

Hospital. Participation is voluntary and the program takes the form of a day long workshop which is directed toward the primary/elementary school age child. The program includes role play, discussions, and puppet shows.

In terms of programs for adolescents, there is little available at present. For the most part, presentations on the topic of sexual abuse originate with classroom teachers, who themselves present material or rely on a guest speaker. This speaker may be a nurse, law enforcement person or other representative of a group such as the Red Cross. The presentation may include one of the age appropriate films available at the National Film Board of Canada. It should be noted however, that the number of teachers who themselves present this material to a class of adolescents is few. While it is one thing to borrow an informative resource such as a film, it is quite another to feel prepared to discuss and explain aspects of this issue with a group of adolescents. This topic is covered in a very minor way in some of the junior high family life or sexuality courses.

Child Sexual Abuse and the Adolescent

Adolescence is a period of transition for most

individuals. As has been pointed out by Laycock (1977), it is a time when boys and girls are developing a sense of self, a sense of identity. On the other hand, it is also a period in which adolescents seek to discover where and how they fit in the scheme of things. In all, adolescence is a process of change and discovery which is often confusing and tenuous.

As Laycock (1977) offers, the developmental tasks of most adolescents will include:

1. Adjusting to their changing physical growth and development and accepting their appropriate sex role.
2. Gaining independence from adult control.
3. Learning to get along in a more mature way with age-mates of their own, and opposite sex.
4. Selecting and preparing for a career.
5. Developing such intellectual skills as the ability to think through to the solution of personal, social, occupational and citizenship problems.
6. Preparing for marriage and family life.
7. Acquiring a set of principles, standards, and values to live by.

It is important to recognize that adolescents need to feel competent and independent. According to Crosson-Tower (1987), adolescence is "... a time when they

(adolescents) need information about relationships and sexuality. But their overriding need to be cool, sophisticated and appear knowledgeable about sexuality, often prevents them from asking questions..." (p. 136).

In fact, adolescence is a time of vulnerability for most teens. According to authors such as de Young (1982) and Finklehor (1979) many adolescents may be particularly vulnerable to abuse of a sexual nature, as they are in the process of establishing their independence and assuming their sexual identity. Indeed, research shows that many youth are victimized in adolescence (Ageton, 1985; Badgeley, 1984; Burgess, 1985; de Young, 1982, Finklehor, 1979).

Given the nature of the developing adolescent, our attention is directed to their particular situation. It is likely that if an individual is going to be sexually abused, it may have already occurred in early childhood. In fact, it may be ongoing having started during pubescence. Given the dynamics of sexual abuse, it is quite likely that an abusive situation will continue as long as it is concealed. As pointed out by Kempe and Kempe (1984), "when abuse occurs during adolescence, it is especially traumatic because of the heightened awareness of the teen and active involvement in identity formation

and peer group standards" (p. 190). Consequently, any individual needs the skills to prevent sexual abuse but they also need to know that it is in their best interest to disclose such a situation if it exists. According to Halliday (1986) and Crosson-Tower (1987), once an individual learns to say no and mean it, the offender begins to lose the power hold over the victim. As a result, an offender will likely discontinue abuse of that victim to find a more vulnerable one.

Further to this is the fact that not all teens are aware that the responsibility for the sexual abuse rests entirely with the offender. That is, regardless of the circumstances surrounding the abuse, the victim is innocent and blameless. In relation to this principle of responsibility, teens need to be alerted to the quite natural physiological response of a sexual stimulus. Halliday (1986) found in dealing with victims of sexual abuse that, "many stated that their bodies responded even though their minds screamed out in horror at what was happening to them..." (p. 1). In some cases, victims as well as others do not quite understand that especially in the case of males, their bodies respond to the abuse even though they are terrified by it. Lack of understanding of this fact reinforces a victims' feeling of helplessness.

ness and blame for what has happened. Quite unfortunately, many people believe that adolescents are never victims where matters of sexuality are concerned.

In conclusion, it seems rather obvious that education can be a valuable tool in raising adolescent awareness of sexual abuse. Indeed the time has come for us to combat this problem in an open and positive manner. Sexuality will always be a characteristic of human life; child sexual abuse need not be.

CHAPTER III

Methodology

This study dealt with teacher knowledge and understanding of child sexual abuse and their attitudes about teaching related curriculum material. Included in this chapter is a description of the questionnaire, the data collection process, the variables used in the study, the major and minor hypothesis, and the statistical analysis used.

Questionnaire Design

The survey questionnaire instrument for this study was designed by the researcher. It included three components: (a) knowledge; (b) attitudes; and (c) personal information. The sources of the survey included:

1. A review of the related literature and research in the area of child sexual abuse.
2. Consultation with a number of different professionals who deal with the issue of child sexual abuse.
3. Experience gained from participation in a number of related workshops and a number of activities in the area of child sexual abuse.

Part A of the survey instrument consisted of 15 statements concerning child sexual abuse. Some of the statements were factually correct, while others were incorrect. Respondents were asked to circle T (true) or F (false) to each statement.

Part B of the survey was used to solicit teacher attitudes toward child sexual abuse, and the teaching of personal safety material to adolescents. A four point Likert scale was provided. It consisted of the following responses: (a) strongly agree; (b) agree with reservation; (c) disagree with reservation; and (d) strongly disagree. As can be seen, the neutral category was omitted from the scale. This was done to ensure that interpretable structures would emerge from the data.

Data collection/sampling.

The survey instrument was sent to randomly selected homeroom teachers of grades seven, eight and nine, in four school districts in eastern Newfoundland. Two of the school boards were rural, two were urban. As well, two of the school boards were Roman Catholic, two were Integrated. In total, 176 questionnaires were sent to 27 schools. The questionnaires were hand delivered to the schools in the St. John's area, while those outside the

city were mailed. The principal of each school was telephoned prior to the dissemination of surveys so that their cooperation in the project might be enlisted. As well, each teacher questionnaire was accompanied by a covering letter. Teachers were given at least five working days to complete the questionnaire and seal it in the envelope provided. It was then collected by the principal to be mailed or picked up by the researcher. The response rate of this study was 78%.

Validity.

Prior to the dissemination of questionnaires to the target population, the instrument was pilot tested by a class of fourth year undergraduate students. The students were participants of a seminar course on the topic of Issues and Research in Child Sexual Abuse. They were asked to complete the questionnaire so that ambiguous statements and/or questions might be revised. To this end, a number of statements in Section B of the questionnaire were deleted or reworded to improve overall appropriateness and clarity of the instrument. For instance, to some statements, the phrase "without hesitation" was added.

Variables.

The variables used in this study included knowledge, attitudes and personal information (background). In Section A of the questionnaire, the knowledge variable was measured. Respondents were asked to answer (T) true or (F) false to each of 15 statements on the topic of child sexual abuse.

In Section B, attitudes toward child sexual abuse were measured. There were six clusters of statements, each of which described a different attitude. These included the following:

1. Teachers awareness of the laws regarding child sexual abuse.
2. Teachers view of child sexual abuse as a serious problem.
3. Teachers perception of the role of the school as valuable in the prevention of child sexual abuse.
4. Teachers attitudes toward teaching adolescents about child sexual abuse.
5. Teachers perceptions of the impact of child sexual abuse awareness programs will have ore negative than positive results.
6. The impact of increased awareness of child sexual abuse on teacher-student relations.

Respondents selected one of our responses for each statement: (a) strongly agree; (b) agree, with reservation; (c) disagree with reservation; and (d) strongly disagree.

The last section of the questionnaire, Section C, measured personal information variables. Teachers were asked to give a general idea of their age by selecting the appropriate age group to which they belong. The groups consisted of: (a) under 30; (b) 31-40; (c) 41-50; or (d) 51 or over. In the same manner, teachers were asked to indicate their total number of years teaching experience: (a) less than 5; (b) 6-10; (c) 11-15; or (d) 16 or more. The same was requested of major and minor areas of teaching responsibility: (a) Math; (b) Science; (c) Social Studies; (d) English; (e) Physical Education; and (f) other.

In terms of school location and size of community, teachers were asked to identify their community as rural or urban in which case urban referred to a population of 5,000 or more. Participants were also asked to indicate their sex as female or male, and the grade level of which they were homeroom teacher: (a) grade 7; (b) grade 8; or (c) grade 9. Lastly, teachers were asked to respond to two questions relating to pre-service and in-service training in the area of child sexual abuse. In each

case, if teachers responded positively, they were asked to explain the extent to which the training was helpful.

Statement of Hypotheses

1. Teacher's general knowledge of child sexual abuse will not be responsive to the background variables of age, sex, subject area specialty and community size.

2. Teacher's legal knowledge of child sexual abuse will not be responsive to the background variables or their general knowledge of the issue.

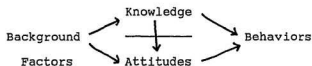
3. Teacher's attitudes concerning the seriousness of child sexual abuse, the role of the school as a prevention agent, and the extent to which they are prepared to teach programs about sexual abuse awareness, will not be responsive to the background factors or general and legal knowledge of the issue.

4. Teacher's views regarding the implementation of sexual abuse awareness programs and reticence of student contact as a result of increased public awareness of this problem, will not be responsive to the background factors, their general and legal knowledge, or attitudes regarding the issue.

The Research Model

Given the available research and literature on child sexual abuse, the present study has attempted to identify factors that may influence teacher knowledge and attitudes about the issue. It has also attempted to discover how teachers feel about the provision of instruction on personal safety to adolescents. In this section of the project, the researcher will identify and discuss the model used, in an effort to relate it to conventional wisdom.

This research model has been designed with the underlying conceptualization that background factors affect knowledge, knowledge affects attitudes, and attitudes affect behaviors. The diagram below illustrates this conceptualization.



The major hypotheses of the study, which arise from this model, include:

1. There will be no relationship between teacher background factors, and teacher knowledge.

2. There will be no relationship between the background factors, teacher knowledge, and teacher attitudes.

3. There will be no relationship between the background factors, and teacher knowledge, attitudes and behaviors.

Each of the components of the model represented a particular set of variables. For example, the background element represented the variables of Age, Sex, Subject 1 (major area of teaching), Subject 3 (minor area of teaching), and Community size. The knowledge element was represented by the variables (SCORE), and (LEGAL) with (SCORE) having been measured in Part A of the questionnaire, and (LEGAL) referring to teacher's understanding of the law regarding child sexual abuse. The attitudinal component was symbolized by the variables of PROB, SROLE and PREPN. PROB referred to the degree to which teachers feel child sexual abuse is a serious problem. SROLE denoted whether or not teachers feel the school has a valuable role to play in the awareness and prevention of child sexual abuse. PREPN referred to the degree to which teachers are prepared to instruct adolescents on the topic of sexual abuse awareness.

Lastly, the behaviors components was measured by the variables of IMPL and RET. IMPL referred to the degree

to which teachers feel the implementation of sexual abuse awareness programs would have a more negative than positive impact. RET denoted whether or not teachers are more reticent of contact with students, as a result of increased public awareness of child sexual abuse. Given the number of hypotheses tested in this model, it is necessary to discuss the arguments that justify each.

The first theory tested was that of SCORE as responsive to the background factors of Age, Sex, Subject and community. Age was considered a relevant background factor, as conventional wisdom would seem to dictate that younger teachers would likely have more knowledge of child sexual abuse than older teachers. This may be so, largely because sexual abuse is a phenomenon that has only recently been recognized as a serious problem of high incidence. Therefore, it might be argued that younger teachers may have been exposed to the issue, in their recent teacher training.

Regarding the variable Sex, it might well be argued that those most likely to be victims of abuse as children namely women, would have a greater understanding of the dynamics of the problem. Also, women who are more likely to be seen as nurturers and caretakers, may have had more opportunity to witness the consequences of sexual abuse

from victims. They may, in effect, have gained knowledge about child sexual abuse as a result.

In terms of subjects taught, it was theorized that those teachers who taught social courses such as History, Geography, Health, and English may have had a better knowledge of child sexual abuse as it relates to social and human relationships. Teachers whose subject areas included the Sciences and Math, may not have had the same opportunity to study such a phenomenon.

Lastly, Community size was selected as a background variable that may be responsive to (SCORE). Teachers in larger centers may have had greater exposure to the topic of child sexual abuse. That is, given the availability of media, organizational awareness efforts, and the fact that helping professionals are more easily accessed in larger areas, these teachers may have had a greater opportunity to become familiar with the topic.

Directly related to the hypotheses that (SCORE) was responsive to the background variables, it was theorized that teacher's legal knowledge concerning child sexual abuse would be influenced by their general knowledge of the issue. More accurately, it was argued that those teachers who have a good general understanding of child sexual abuse would have acquired at least some recog-

nition of of their legal responsibilities, as it relates to child abuse. For this reason, the research model includes a direct relationship between the variables of SCORE and LEGAL.

With regard to the attitudinal component of the study, it was hypothesized that teacher attitudes would be influenced by their background factors, as well as their knowledge, both general and legal, of child sexual abuse. Specifically then, it was theorized that young, female Social Studies/English teachers, working in urban centers, would likely have a greater knowledge of the problem and consequences of sexual abuse and therefore be more inclined to view it as very serious. This was the underlying theory relative to the variable PROB.

In terms of the variable SROLE, conventional wisdom would seem to dictate that those individuals who had a good understanding of the dynamics and law regarding child sexual abuse would be more likely to appreciate any role that the school may be able to play in prevention, detection and reporting. For example, a teacher with a good working knowledge of this problem might be better able to detect abuse, to monitor victims and very importantly, be open to providing instruction about personal safety to adolescents. In general terms, an

individual who felt comfortable addressing the issue would likely view the school as a key element in the challenge to eradicate this problem.

As well, it was theorized that teachers who shared a good knowledge of the dynamics of child sexual abuse would feel more confident in offering this instruction to students. Such individuals would perhaps be more inclined to see a need for this issue to be addressed in school. This theory would account for the variable of PREPN.

The last portion of this research model dealt with behaviors. The two variables used as indicators of related behavior were IMPL and RET. Firstly, it was hypothesized that some teachers would feel the sensitive nature of child sexual abuse programs would have more negative than positive effects. In other words, given that the majority of children will not be victimized in this way, should all students be exposed to these programs? Little research has been done to identify the potential hazards of this type of instruction. Consequently, the present study sought to discover how teachers felt about implementation of these programs for all children. It would seem appropriate that those teachers who viewed sexual abuse as a serious problem

perceived the role of the school as significant, and were themselves prepared to teach this material, would argue for the positive effects of program implementation.

In terms of RET, it might be argued that increased public awareness of child sexual abuse has increased teacher reticence of contact with students. More specifically, it was theorized that those teachers who tended to have a modest understanding of the dynamics of sexual abuse would be more reticent of contact with students. That is, such teachers would likely view this problem as a potential threat to their career, and consequently be cautious of student-teacher interaction. Such is the case with other phenomena that have threatened society. Awareness is the key to alleviating fear about this issue.

On the other hand, the thrust of the Newfoundland Teachers Association seems to be mainly that of advising teachers against inappropriate contact with students. In any case, the theory tested in this study was that if teachers had a low level of knowledge and understanding of child sexual abuse, there would be much reticence of contact with students.

The Statistical Analysis

The focus of this work has been to measure teacher knowledge and attitudes regarding child sexual abuse. To this end, several statistical analyses were employed.

In an effort to determine an accurate tally of teacher's general knowledge of child sexual abuse, the knowledge component, SCORE, was recorded. It was constructed as a percentage of the number of questions respondents answered, not as a percentage of the questions asked. The variable LEGAL, which had originally been measured as an attitudinal variable in the study, was redefined as a knowledge variable and will, from this point, be discussed in those terms. In this way both teachers general and legal knowledge could be used as indicators of attitudes and behaviors.

In terms of the attitudinal component of the study, each construct, which represented a particular attitude relative to child sexual abuse, was composed of six indicators. These constructs were subjected to principal component analysis and the alpha reliabilities were also measured. In cases where items proved as poor discriminators, these items were deleted. This was done to improve the individual composites. A measurement model was used for each of the latent variables in this section

of the survey. These constructs or composites, include:

1. PROB - The degree to which teachers view child sexual abuse as a serious problem.

2. SROLE - The degree to which teachers view the role of the school as valuable in terms of awareness training and prevention of child sexual abuse.

3. PREPN - The degree to which teachers feel prepared to provide instruction on sexual abuse awareness.

4. IMPL - The degree to which teachers feel the implementation of child sexual abuse awareness programs will have more negative than positive effects.

5. RET - The degree to which teachers are more reticent of contact with students as a result of increased public awareness of child sexual abuse.

In an attempt to show the relationship between the background factors, knowledge, attitudes and behaviors, a series of regression equations was estimated. These equations capture the relationships specified in the conceptual model and include:

$$X_6 = a_1 + b_1x_1 + b_2x_2 + b_3x_3 + b_4x_4 + b_5x_5 + e_1$$

$$X_7 = a_1 + b_1x_1 + b_2x_2 + b_3x_3 + b_4x_4 + b_5x_5 + b_6x_6 + e_2$$

$$X_8 = a_1 + b_1x_1 + b_2x_2 + b_3x_3 + b_4x_4 + b_5x_5 + b_6x_6 + b_7x_7 + e_3$$

$$X_9 = a_1 + b_1x_1 + b_2x_2 + b_3x_3 + b_4x_4 + b_5x_5 + b_6x_6 + b_7x_7 + e_4$$

$$X_{10} = a_1 + b_1x_1 + b_2x_2 + b_3x_3 + b_4x_4 + b_5x_5 + b_6x_6 + b_7x_7 + e_5$$

$$X_{11} = a_1 + b_6x_6 + b_7x_7 + b_8x_8 + b_9x_9 + b_{10}x_{10} + e_6$$

$$X_{12} = a_1 + b_6x_6 + b_7x_7 + b_8x_8 + b_9x_9 + b_{10}x_{10} + e_7$$

As well, description statistics such as means, standard deviations and correlations will be presented. A correlational analysis between all variables in the child sexual abuse model will also be provided.

CHAPTER IV

Analysis

This chapter is a report of the data analysis of the study. As previously stated, the research model for this work was based on the underlying conceptualization that backgrounds factors affect knowledge, knowledge affects attitudes, and attitudes affect behaviors. From this framework, the following hypotheses, relative to child sexual abuse, were derived.

1. Teachers general knowledge of child sexual abuse will not be responsive to the background factors of age, sex, subject area specialty and community size.

2. Teachers legal knowledge of child sexual abuse will not be responsive to the background factors (age, sex, subject area specialty, community size) or their general knowledge of the issue.

3. Teachers view of (a) the seriousness of child sexual abuse, (b) the role of the school as an agent of prevention, and (c) the extent to which they are prepared to teach about sexual abuse awareness will not be responsible to the background factors, their general and legal knowledge of the issue.

4. Teachers views regarding the implementation of

child sexual abuse awareness programs and their reticence of student contact as a result of increased public awareness of this problem will not be responsive to the background factors, their general and legal knowledge or attitudes regarding the issues.

An overview of the organization of this data analysis chapter is desirable. Firstly, it must be stated that the descriptive statistics such as means, standard deviations and so on, may be found in Appendix B. As this model was designed by the researcher, and was exploratory in nature, it was necessary to examine the strength of the relationships between variables. This called for the formulation of equations. On the basis of the first set of estimates, it was decided that the model be respecified. The original research model was based on both theoretical and conventional assumptions, which were not necessarily supported by the analysis (Table 2). The result of this respecification procedure was a redefined model which will be presented in the form of a path diagram. The original research model may be seen in Figure 1.

The first relationship observed was that of SCORE (teachers' general knowledge), and the background factors. No significant relationship was found to

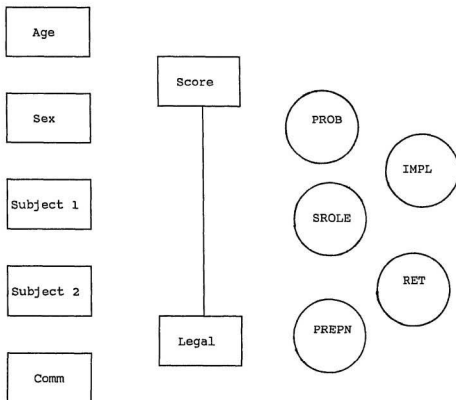


Figure 1. Child Sexual Abuse Model

*Path arrows have been omitted in the interests of clarity.

exist. The alpha reliability of the general knowledge variable of SCORE was .0349. Statistically, this variable was a modest predictor of teacher knowledge.

Before formulating equations on the next six dependent variables of LEGAL, PROB, SROLE, PREPN, IMPL and RET, the measurement models of these clusters were examined (see Table 3 for correlation matrix). The alpha reliability of the clusters was as follows:

LEGAL = .623

PROB = .699

SROLE = .589

PREPN = .743

IMPL = .450

RET = .687

Given that the .5 level is acceptable, it must be noted that higher alpha reliabilities would have been more desirable. As can be seen the IMPL variable was extremely weak.

The next analyses carried out was a principal component analyses (Table 4). Items that were weak were deleted so as to improve the reliability of the cluster. The remaining items were again subjected to a principal component analysis. The revised composites can be seen in Table 5.

Once the necessary clusters were strengthened, the regression analysis was carried out. The following equations were generated for SCORE, LEGAL, PROB, SROLE, PREPN, IMPL, and RET:

$$\begin{aligned}
 X_6 &= a_1 + b_1x_1 + b_2x_2 + b_3x_3 + b_4x_4 + b_5x_5 + e_1 \\
 X_7 &= a_1 + b_1x_1 + b_2x_2 + b_3x_3 + b_4x_4 + b_5x_5 + b_6x_6 + e_2 \\
 X_8 &= a_1 + b_1x_1 + b_2x_2 + b_3x_3 + b_4x_4 + b_5x_5 + b_6x_6 + \\
 &\quad b_7x_7 + e_3 \\
 X_9 &= a_1 + b_1x_1 + b_2x_2 + b_3x_3 + b_4x_4 + b_5x_5 + b_6x_6 + \\
 &\quad b_7x_7 + e_4 \\
 X_{10} &= a_1 + b_1x_1 + b_2x_2 + b_3x_3 + b_4x_4 + b_5x_5 + b_6x_6 + \\
 &\quad b_7x_7 + e_5 \\
 X_{11} &= a_1 + b_6x_6 + b_7x_7 + b_8x_8 + b_9x_9 + b_{10}x_{10} + e_6 \\
 X_{12} &= a_1 + b_6x_6 + b_7x_7 + b_8x_8 + b_9x_9 + b_{10}x_{10} + e_7
 \end{aligned}$$

The results of the regression analysis may be seen in Table 6. For the variable SCORE, this equation had five predictors, of which none were significant. The dependent variable called LEGAL had six predictors of which SEX and AGE were significant. SEX was also the only significant predictor of PROB, which had seven predictors. For the dependent variable of SROLE two of seven predictors were significant. These included SCORE

and LEGAL. The only significant predictor of the dependent variable PREPN was LEGAL. Again seven predictors were hypothesized. Lastly, for the dependent variables of IMPL and RET, which each had 10 predictors, only SROLE was significant.

It was upon observation of the interaction of all these relationships that a respecified model, showing significant relations, was produced. This was done to create a tighter model of relationships. The regression result for this new model may be seen in Table 7. Figure 2 shows the resulting path diagram.

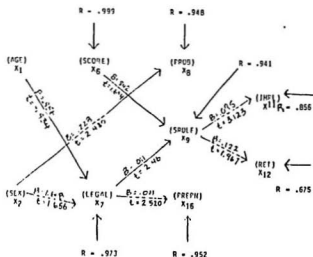


Figure 2. Respecified Child - Sexual Abuse Model

As can be seen, many of the hypothesized relationships were not found to be significant. As well, many of the relationships shown above are not particularly strong. Perhaps the most startling result of this study was that none of the background factors, which were based primarily on conventional thought, were found to influence teacher knowledge on child sexual abuse. In any case, this model is indeed a framework for further understanding of teacher awareness of child sexual abuse.

Table 2

Zero-Order Relationships Between the Variables in the Child Sexual Abuse Models
(continued)

	X ₁	X ₂	X ₃	X ₄	X ₅	X ₆	X ₇	X ₈	X ₉	X ₁₀	X ₁₁	X ₁₂	X ₁₃	X	SD	Cases
X ₁₀ Srole	.110 (.121)	.189 (.022)	.030 (.377)	.034 (.361)	-.067 (.235)	.059 (.265)	.137 (.073)	.217 (.010)	.498 (.000)	1.00				.045	.976	109
X ₁₁ Prepn	-.028 (.3840)	.171 (0.34)	.093 (.162)	.026 (.393)	-.124 (.094)	-.089 (.174)	.091 (.160)	.252 (.003)	.296 (.001)	.380 (.000)	1.00			-.038	.965	94
X ₁₂ IMPL	-.075 (.215)	.039 (.342)	.045 (.317)	-.102 (.141)	.064 (.250)	-.033 (.383)	.081 (.196)	.159 (.046)	.322 (.000)	.430 (.000)	.286 (.001)	1.00		.007	.892	100
X ₁₃ RET	.026 (.390)	.078 (.204)	.030 (.377)	.024 (.398)	-.057 (.273)	-.124 (.094)	.045 (.318)	-.003 (.486)	.080 (.199)	.216 (.010)	.108 (.126)	.209 (.013)	1.00	-.014	1.027	108

Significant levels are in parentheses.

Of the hypotheses generated from the model, eight were significant.

Table 4

Principal Component Analysis

	Factor Loadings	Eigenvalue	Factor Score Coefficients
LEGAL			
B2	.602	2.080	.289
B8	.582	1.179	.280
B14	.660	.815	.317
B20	.399	.781	.192
B26	.579	.609	.279
B32	.670	.534	.322
PROB			
B1	.458	2.112	.217
B7	.581	1.479	.275
B13	.739	.841	.350
B19	.669	.785	.317
B25	.521	.459	.247
B31	.547	.323	.259
SROLE			
B3	.662	1.978	.334
B9	.406	1.130	.2054
B15	.564	.978	.285
B21	.484	.776	.244
B27	.700	.643	.354
B33	.577	.494	.292
PREPN			
B4	.848	2.490	.340
B10	.386	1.396	.155
B16	.583	.852	.234
B22	.626	.650	.251
B28	.825	.391	.331
B34	.459	.220	.184

Table 4

Principal Component Analysis
(continued)

	Factor Loadings	Eigenvalue	Factor Score Coefficients
IMPL			
B5	-.056	1.901	-.030
B11	.606	1.166	.319
B17	.615	.999	.324
B23	.394	.780	.207
B29	.756	.664	.398
B35	.652	.490	.343
RET			
B6	.479	2.258	.212
B12	.598	1.034	.265
B18	.340	.994	.177
B24	.588	.810	.260
B30	.774	.589	.342
B36	.754	.315	.334

Table 5

Principal Component Analysis for the Revised Composites
in the Child Sexual Abuse Model

	Factor Loadings	Eigenvalue	Factor Score Coefficients
LEGAL			
B2	.663	1.995	.332
B8	.541	.983	.271
B14	.668	.809	.335
B26	.549	.655	.275
B32	.718	.557	.360
SROLE			
B3	.613	1.893	.324
B15	.592	1.022	.313
B21	.486	.839	.257
B27	.715	.750	.378
B33	.648	.496	.342
PREPN			
B16	.822	2.401	.342
B16	.654	1.139	.272
B22	.691	.849	.288
B28	.792	.390	.330
B34	.439	.220	.183
IMPL			
B11	.638	1.822	.350
B17	.630	.998	.346
B29	.755	.669	.415
B35	.669	.511	.367

Table 6

Regression Analysis Results for the Background Variables

Independent Variables	B	SEB	BETA	T	Sig t
SCORE					
Age	.001	.013	.010	.106	.916
Sex	-.003	.021	-.012	-.118	.906
Subject 1	.015	.024	.067	.621	.536
Subject 3	2.945	2.551	1.268	1.154	.251
Comm	-.024	.022	-.108	-1.082	.282
Multiple R	= .138				
R ²	= .019				
LEGAL					
Age	-1.952	.984	-.190	-1.983	.050
Sex	3.147	1.643	.182	1.915	.058
Subject 1	-.239	1.861	-.013	-.127	.899
Subject 3	2.42	1.978	.132	1.225	.223
Comm	.719	1.702	.042	.422	.674
Score	-3.094	7.413	-.039	-.417	.677
Multiple R	= .275				
R ²	= .076				
PROB					
Age	.215	.142	.146	1.514	.133
Sex	.565	.236	.229	2.392	.019
Subject 1	-.132	.263	-.052	-.500	.618
Subject 3	-.083	.282	-.032	-.295	.768
Comm	-.055	.241	-.022	-.228	.820
Score	.019	1.05	.002	.018	.986
Legal	.021	.014	.146	1.524	.131
Multiple R	= .323				
R ²	= .104				
SCROLE					
Age	.155	.116	.1279	1.340	.183
Sex	.283	.193	.1385	1.465	.146
Subject 1	-.034	.215	-.0168	-.158	.875
Subject 3	-.228	.230	-.105	-.991	.324
Comm	.154	.197	.075	.782	.436
Score	1.524	.857	.163	1.778	.078
Legal	.028	.011	.233	2.466	.015
Multiple R	= .352				
R ²	= .124				

Table 6

Regression Analysis Results for the Background Variables
(continued)

Independent Variables	B	SEB	BETA	T	Sig t
PREPN					
Age	.029	.115	.024	.253	.801
Sex	.213	.192	.106	1.111	.269
Subject 1	.074	.214	.036	.348	.729
Subject 3	-.246	.229	-.115	-1.077	.284
Comm	-.119	.196	-.059	-.610	.543
Score	.971	.852	.106	1.141	.257
Legal	.034	.011	.263	2.740	.007
Multiple R = .334					
R ² = .116					
IMPL					
Age	-.1147	.101	-.103	-1.142	.256
Sex	-.135	.170	-.0726	-.797	.428
Subject 1	.168	.184	.0877	.910	.365
Subject 3	.283	.198	.143	1.426	.157
Comm	-.106	.170	-.057	-.626	.533
Score	.053	.749	-.006	.070	.944
Legal	.001	.010	.012	.129	.898
Prob	.118	.077	.156	1.527	.130
Srole	.309	.096	.338	3.206	.009
Prepn	.113	.089	.122	1.27	.208
Multiple R = .503					
R ² = .253					
RET					
Age	.029	.129	.023	.224	.823
Sex	.083	.218	.039	.380	.705
Subject 1	.036	.237	.016	.153	.879
Subject 3	.027	.255	.012	.106	.916
Comm	.300	.218	-.136	-1.378	.171
Score	-.047	.961	-.005	-.049	.961
Legal	-.007	.013	-.0535	-.517	.6061
Prob	-.049	.099	-.056	-.494	.622
Srole	.258	.124	.245	2.084	.038
Prepn	.029	.114	.027	.252	.801
Multiple R = .269					
R ² = .072					

Table 7
Regression Analysis Results for the Respecified Child Sexual Abuse Model

Independent Variables	SCORE					LEGAL					PROB					SCHOOL												
	B	SEB	BETA	T	Sig t	B	SEB	BETA	T	Sig t	B	SEB	BETA	T	Sig t	B	SEB	BETA	T	Sig t								
Sex	-.003	.021	-.015	-.139	.874	2.662	1.608	-.154	1.456	.101	.565	.228	.228	2.480	.015	.305	.187	.150	1.634	.105								
Age	-.002	.012	-.016	-.168	.867	-1.849	.956	.180	-1.914	.056	.216	.136	.147	1.509	.115	.171	.112	.141	1.530	.129								
Score						-2.595	7.331	-.033	-.314	.734	.004	1.076	3.251	.004	.987	1.393	.842	.149	1.654	.101								
Legal											.202	.013	.143	1.53	.1284	.016	.011	.224	2.416	.017								
Prob																												
Scale																												
Freen																												
Multiple R = .033 R ² = .001																	Multiple R = .231 R ² = .053				Multiple R = .318 R ² = .101				Multiple R = .395 R ² = .113			

CHAPTER V

Conclusions

This chapter presents a summary of the findings of this study as well as the recommendations arising from this work.

Summary of Findings

The focus of this study has been to identify factors that may influence teacher knowledge and attitudes about child sexual abuse. It has also attempted to discover how teachers feel regarding the provision of instruction on personal safety to adolescents.

The research model was designed with the underlying conceptualization that background factors affect knowledge, knowledge affects attitudes and attitude affect behavior. To this end, a number of theories were tested. Although not all hypothesized relationships were found to exist, a number of findings did prove significant.

Firstly, teachers in general did poorly on the knowledge component of the survey. Statistical analysis illustrated a tremendous amount of uncertainty on the part of respondents. In an effort to obtain a more

accurate teacher score of knowledge, the researcher corrected for guessing. This was done by computing the respondent's number of questions answered correctly, divided by the number of questions attempted. Again, the results clearly indicated a general lack of understanding of the issue of child sexual abuse. The mean score reported was 53%. No single background factor showed a strong correlation with teacher knowledge of child sexual abuse.

Some examples of questions on which respondents were greatly divided included: (a) the influence of income on the likelihood of a child being victimized; (b) the average age of the onset of sexual abuse; (c) the number of female vs male reports of child sexual abuse; and (d) the issue of blame in a sexually abusive situation.

In terms of teacher understanding of the law regarding child sexual abuse, some significant relationships did exist. Sex and age were both found to be indicators of teacher's legal knowledge concerning child sexual abuse. More specifically then, it was found that females had a better understanding of the child abuse law than did males. As well, older teachers were more aware of the law than were younger teachers.

Conventional thought would seem to point to females

as being more aware of the law regarding a crime of which they are most frequently victimized. In fact, research supports the theory that victims of this type of abuse are more often women, while offenders of sex related crimes are more often male.

In terms of age as an indicator of understanding the law, it may be that older teachers, who usually have more professional experience, may be more atuned to abnormal or suspicious student behaviors. Such behaviors may in fact indicate abuse. On the other hand, it is likely that older teachers may have children of there own and therefore view this problem in a slightly different perspective than do younger teachers who may not have children.

In the assessment of teacher attitudes toward child sexual abuse, a number of issues were examined. Again, some relationships proved significant, others did not. For purposes of clarity, each of the issues will be discussed separately.

1. Teachers view child sexual abuse as a serious problem.

In this instance, there was a clear relationship between SEX and PROB. That is, females moreso than

males, tended to view child sexual abuse as a problem that is both serious and in need of attention. Given past research, which shows that females are more frequently victims of this type of crime, it is understandable that as a group, they would feel more strongly about the issue. It may be argued then that the most likely victims of sexual abuse would be most inclined to view victimization of children as a problem. Further, the socialization process, which tends to foster qualities of sympathy, and nurturance in females, could be an influencing factor in attitudes concerning child sexual abuse.

2. Teachers believe the school has a valuable role to play in the prevention of child sexual abuse.

Two significant relationships existed in this instance. Both teacher knowledge (SCORE) and legal understanding (LEGAL), had an impact on whether or not teachers viewed the role of the schools as valuable in prevention efforts. Clearly, this finding reveals that those who were more aware of the dynamics and law, relative to child sexual abuse, had a more positive outlook on the potential value of the school in eradicating this problem. No doubt this is an encouraging finding,

especially in light of the suspicion and negativity that often follows public knowledge of sexual abuse cases. Often, revelations of abuse are viewed as an evil, not a sign of hope for the victim and society.

3. Teachers are prepared to teach sexual abuse awareness to adolescents.

Teacher preparedness to instruct sexual abuse awareness to adolescents was influenced by their understanding of the law regarding the issue. That is, those who had a greater comprehension of their legal responsibility were more open to offering personal safety instruction. Perhaps for some, a greater level of understanding of the law reflects more comfort with the obligation to report. This in turn may influence a greater appreciation of their role in increased adolescent awareness of sexual abuse.

4. Teachers believe the implementation of sexual abuse awareness programs will have more negative than positive effects.

In this instance, the variable, SROLE, was a very strong indicator of teacher attitudes toward the implementation of child sexual abuse awareness programs. More

accurately then, those who felt the school has a valuable role to play in prevention of child sexual abuse, also felt strongly that the implementation of such programs would not bring about more negative than positive results. This relationship proved to be the most significant of the study as the correlation between the two variables, SROLE and IMPL was .43, which is highly significant at the .000 level.

To elaborate, those who saw the role of the school as valuable, also believed that this issue should be brought out in the open. They tended to disagree with claims arguing that the potential negativity of awareness programs should dictate implementation plans.

5. Teachers are more reticent of contact with students, as a result of the increased public awareness of child sexual abuse.

Once again the variable (SROLE) was an indicator of teacher reticence of student relationships. Interesting to note is that the teachers who viewed the schools' role as valuable also admitted to being more careful with regard to student contact. Given the prevailing atmosphere of uncertainty, and lack of comprehension of child sexual abuse, this finding is understandable. As well,

considering that the thrust of many teacher organizations has been to advise teachers about appropriate student teacher contact, it may be seen that teachers are taking heed to precautions.

Recommendations

The recommendations emanating from this study follow:

1. School boards should develop and implement policies on the practice of reporting known/suspected cases of child sexual abuse. Such policies should be designed with the aid of professionals in related areas, and focus on the needs and rights of the child or adolescent. Roles and expectations should be explicit.

2. School Boards develop in-service training for teachers about the nature and dynamics of child sexual abuse, as well as the issues surrounding the problem. (For example, reporting practices handling of disclosures, monitoring of victims).

3. So that a comprehensive approach to the problem is possible, it is recommended that efforts within the school be coordinated with other government agencies and community organizations.

4. A multi-faceted approach should be taken to the

design and implementation of curriculum materials to be used in the classroom.

5. Any curricula on the topic of child abuse should be introduced to parents prior to use in the classroom. As well, programs should be monitored and evaluated.

6. As school personnel gain more expertise in this area, the school should assume a greater role in public awareness efforts.

7. Universities should make provisions to address the issue of child sexual abuse in teacher training programs.

8. Efforts should be made to continue research in this area. Further work needs to be done which would involve students as well as teachers.

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Appendix A
Teacher Survey

A. Please circle (T) True or (F) False after each of the statements below.

- | | | |
|---|---|---|
| 1. The most frequent abusers of children are strangers. | T | F |
| 2. In most cases, the incident of child sexual abuse will happen to a victim more than once. | T | F |
| 3. The lower the family income and social status, the greater the likelihood of child abuse occurring in a family. | T | F |
| 4. According to statistics from the RCMP, the RNC and Social Services, girls are most frequent victims of child sexual abuse. | T | F |
| 5. Victims of sexual abuse are never to blame for what has happened. | T | F |
| 6. I have a legal obligation to report a known or suspected case of child sexual abuse. | T | F |
| 7. Sexual abuse may include some non-touching action. | T | F |
| 8. The average age of the onset of child sexual abuse is approximately eleven years. | T | F |
| 9. The stigma of sexual abuse is primarily associated with the victim. | T | F |
| 10. Most often a victim of child sexual abuse hates the offender. | T | F |
| 11. Approximately one third of all youth will encounter some form of unwanted sexual contact before they reach their eighteenth birthday. | T | F |

- | | | |
|--|---|---|
| 12. Treatment for adult sexual offenders is mandatory. | | |
| | T | F |
| 13. Most sexual offenders are mentally ill. | T | F |
| 14. Sexual abuse that is committed by a family member is potentially more dangerous than that committed by a stranger. | T | F |
| 15. Counselling and treatment services for adolescent victims of sexual abuse are widely available. | T | F |

B. For each statement below, please circle one number that represents your particular point of view.

Scale:

- 1 = strongly agree
 2 = agree with reservation
 3 = disagree with reservation
 4 = strongly disagree

- | | | | | |
|---|---|---|---|---|
| 1. Child sexual abuse is a problem of phenomenal consequence to society. | 1 | 2 | 3 | 4 |
| 2. If I do not report a suspected case of child sexual abuse, I am guilty of an offence. | 1 | 2 | 3 | 4 |
| 3. School programs on personal safety (sexual abuse) may well be the key to the prevention of child sexual abuse. | 1 | 2 | 3 | 4 |
| 4. Given the appropriate materials and adequate in-service, I would be comfortable in teaching a unit of sexual abuse to adolescents. | 1 | 2 | 3 | 4 |
| 5. It is likely that sexual abuse programs will frighten some individuals. | 1 | 2 | 3 | 4 |
| 6. Sometimes normal physical touch is misinterpreted by others as sexual abuse. | 1 | 2 | 3 | 4 |

Scale:

- 1 = strongly agree
- 2 = agree with reservation
- 3 = disagree with reservation
- 4 = strongly disagree

- | | | | | |
|--|---|---|---|---|
| 7. Child sexual abuse is a moral threat to our society. | 1 | 2 | 3 | 4 |
| 8. It is a responsibility of every adult to report every situation where a child appears to be sexually abused. | 1 | 2 | 3 | 4 |
| 9. The school is perhaps the only institution that can offer all children instruction on the issue of personal safety (sexual abuse) in a systematic way. | 1 | 2 | 3 | 4 |
| 10. Ideally, the homeroom teacher should teach adolescents about sexual abuse. | 1 | 2 | 3 | 4 |
| 11. Given the fact that the majority of students will not encounter a sexually abusive experience, the risks involved in teaching about sexual abuse (eg. mistrust and fear), far outweigh the benefits. | 1 | 2 | 3 | 4 |
| 12. I view society's increased awareness of child sexual abuse as a potential threat to my career. | 1 | 2 | 3 | 4 |
| 13. Child sexual abuse is a problem that must be confronted by society, if we are to protect our children from this tragedy. | 1 | 2 | 3 | 4 |
| 14. I am obligated to report a child sexual abuse situation that had occurred some years ago, if the child is under sixteen years of age. | 1 | 2 | 3 | 4 |
| 15. It is very important that all school personnel receive some in-service in the area of child sexual abuse. | 1 | 2 | 3 | 4 |

Scale:

- 1 = strongly agree
- 2 = agree with reservation
- 3 = disagree with reservation
- 4 = strongly disagree

- | | | | | | |
|-----|--|---|---|---|---|
| 16. | I have integrated a unit of learning on sexual abuse with at least one of the subjects I teach, without hesitation. | 1 | 2 | 3 | 4 |
| 17. | The unintended outcomes of some sexual abuse teaching units are reason enough not to deal with this topic in school. | 1 | 2 | 3 | 4 |
| 18. | Teachers who fear reprisal for appropriate student/teacher contact are simply over-reacting. | 1 | 2 | 3 | 4 |
| 19. | As long as a sensitive subject such as child sexual abuse is protected in secrecy, it will continue. | 1 | 2 | 3 | 4 |
| 20. | Adults should not hesitate in reporting a suspected case of child sexual abuse. | 1 | 2 | 3 | 4 |
| 21. | Realistically, there is little that the school can do in terms of preventing child sexual abuse. | 1 | 2 | 3 | 4 |
| 22. | Without hesitation, I have discussed the topic of sexual abuse at length, to some student groups. | 1 | 2 | 3 | 4 |
| 23. | As long as the issue of child sexual abuse is not addressed in school, the innocence of youth will not be sacrificed. | 1 | 2 | 3 | 4 |
| 24. | The attention recently given to the topic of child sexual abuse has had a negative influence on the school atmosphere. | 1 | 2 | 3 | 4 |
| 25. | Child sexual abuse is a problem that needs to be addressed, but not urgently. | 1 | 2 | 3 | 4 |

Scale:

- 1 = strongly agree
- 2 = agree with reservation
- 3 = disagree with reservation
- 4 = strongly disagree

- | | | | | |
|--|---|---|---|---|
| 26. I would not hesitate in reporting a known case of child sexual abuse. | 1 | 2 | 3 | 4 |
| 27. It is unrealistic and unfair to burden schools with the issue of child sexual abuse prevention. | 1 | 2 | 3 | 4 |
| 28. Given the appropriate materials, I would be comfortable teaching a unit of sexual abuse to adolescents. | 1 | 2 | 3 | 4 |
| 29. School programs on personal safety (sexual abuse) may well cause more harm than good. | 1 | 2 | 3 | 4 |
| 30. In the last few years, since the issue of sexual abuse has begun to receive more attention, I am more reticent of physical contact with my students. | 1 | 2 | 3 | 4 |
| 31. The seriousness of child sexual abuse is exaggerated. | 1 | 2 | 3 | 4 |
| 32. I understand completely, what the law states regarding the reporting of child sexual abuse. | 1 | 2 | 3 | 4 |
| 33. School programs on personal safety (sexual abuse) should be mandatory for all adolescents. | 1 | 2 | 3 | 4 |
| 34. Child sexual abuse is an issue that should be taught to adolescents by an authority from outside the school. | 1 | 2 | 3 | 4 |
| 35. A delicate subject such as child sexual abuse should not be addressed in school. | 1 | 2 | 3 | 4 |

Scale:

- 1 = strongly agree
 2 = agree with reservation
 3 = disagree with reservation
 4 = strongly disagree

36. Unlike years ago, teachers of today
 must be extremely cautious of
 interaction with students. 1 2 3 4

- C. Please place the number corresponding to your
 response to each item in the block at the right.

1. Please indicate your sex. ☐

(1) female (2) male

2. In which age group do you fall? ☐

(1) under 30 (2) 31 - 40
 (3) 41 - 50 (4) 51 or over

3. Indicate the grade level of which you are
 homeroom teacher. ☐

(1) grade 7 (2) grade 8
 (3) grade 9

4. Please indicate your number of years of
 teaching experience. ☐

(1) less than 5 (2) 6 - 10
 (3) 11 - 15 (4) 16 or more

5. Major area of teaching responsibility. ☐

(1) Math (2) Science
 (3) Social Studies (4) English
 (5) Physical Education
 (6) Other (please specify) _____

6. Secondary area of teaching responsibility. ☐

(1) Math (2) Science
(3) Social Studies (4) English
(5) Physical Education
(6) Other (please specify) _____

7. My school is located in a community that is: ☐

(1) rural
(2) urban (refers to population of 5000 or more)

8. Have you had any form of pre-service training in the area of child sexual abuse? ☐

(1) Yes (2) No

If yes, was it helpful? Please explain.

9. Have you had any in-service training and/or other experience in the area of child sexual abuse? ☐

(a) yes (2) No

If yes, was it helpful? Please explain.

Thank you for participating in this study.

Appendix B

Table 24
Descriptive Statistics for Variables in the Child Sexual Abuse Model

Variables	Descriptives						Cases
	X	SD	Skewness	Kurtosis	Max	Min	
SCORE	.533	.156	4.169	32.334	1.750	.214	114
LEGAL	-.166	8.536	.348	-1.055	16.735	-10.217	107
PROB	.230	1.209	1.254	1.071	4.518	-.880	109
SROLE	.045	.999	.371	-.560	2.381	-1.544	109
PREPN	-.038	1.064	.496	-.041	3.068	-1.949	94
IMPL	.007	.953	.675	.136	3.283	-1.120	100
RET	-.014	1.055	-.105	-.227	2.205	-2.882	108

Appendix C
Correspondence

September 21, 1988

Dear Fellow Teacher:

I am a graduate student, Department of Curriculum and Instruction, Faculty of Education, Memorial University. Presently I am involved in a thesis study in the area of child sexual abuse. A major part of this study is related to teacher knowledge of, and, attitudes toward the teaching of this very complex issue.

The purpose of this letter is to request your assistance with this research. The attached questionnaire, which has been approved for use by your Superintendent, will be given to home-room teachers in grades seven, eight and nine in four school districts. All results are confidential and anonymity is protected.

As this research is exploratory and timely, it is hoped it will aid in the furthering of teacher education in this area.

When you have completed the questionnaire, please seal it in the envelope provided and return it to your principal before October 7, 1988. Your assistance with this project will be greatly appreciated.

Sincerely,

Francine M. Ryan

September 21, 1988

Dear Fellow Teacher:

I am a graduate student, Department of Curriculum and Instruction, Faculty of Education, Memorial University. Presently I am involved in a thesis study in the area of child sexual abuse. A major part of this study is related to teacher knowledge of, and, attitudes toward the teaching of this very complex issue.

The purpose of this letter is to request your assistance with this research. The attached questionnaire, which has been approved for use by your Superintendent, will be given to home-room teachers in grades seven, eight and nine in four school districts. All results are confidential and anonymity is protected.

As this research is exploratory and timely, it is hoped it will aid in the furthering of teacher education in this area.

When you have completed the questionnaire, please seal it in the envelope provided and return it to your principal before October 13, 1988. Your assistance with this project will be greatly appreciated.

Sincerely,

Francine M. Ryan

September 27, 1988

Note to The Principal

Enclosed are the teacher questionnaires to be distributed to homeroom teachers of grade seven, eight and nine. Each respondent has been provided with an envelope in which to seal the completed questionnaire to return to you by October 7, 1988.

I will begin collection of the questionnaires on that date. Again, thank you for your help with this research. It is greatly appreciated.

Sincerely,

Francine M. Ryan

September 27, 1988

Note to The Principal

Enclosed are the teacher questionnaires to be distributed to homeroom teachers of grade seven, eight and nine. Each respondent has been provided with an envelope in which to seal the completed questionnaire to return to you by October 13, 1988.

Again, thank you for your help with this research. It is greatly appreciated.

Sincerely,

Francine M. Ryan



